2010 | 2011

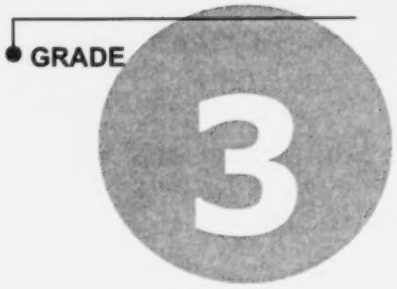
Grade 3

Catholic School Version

Curriculum Handbook for Parents

Alberta

Government of Alberta



Curriculum Handbook for **Parents**

Catholic School Version

2010–2011

This Curriculum Handbook provides parents with information about the Grade 3 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- a questionnaire.

Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at http://education.alberta.ca.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–2767
Toll-free: 310–0000 (inside Alberta)
Fax: 780–422–9750
Internet: http://lrc.education.gov.ab.ca/pro/default.html

Telephone numbers referred to in this handbook can be reached, toll-free inside Alberta, by dialling 310–0000.

Arts, Communications and Citizenship
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Digital Design and Resource Authorization
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Distributed Learning
Telephone: 780–674–5350
Fax: 780–674–6561
E-mail: DLRB.General@gov.ab.ca

Early Learning Branch
Telephone: 780–422–9423
Fax: 780–643–1188
E-mail: PUF@gov.ab.ca

First Nations, Métis and Inuit Services
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: FNMIServices@gov.ab.ca

French Language Education Services
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@edc.gov.ab.ca

Learner Assessment
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: LAcontact@edc.gov.ab.ca

Mathematics and Science
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Special Education Branch
Telephone: 780–422–6326
Fax: 780–422–2039
E-mail: Special.Education@gov.ab.ca

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Message from the
Minister of Education

As we look forward with excitement to the possibilities and opportunities of another school year, it is important to take some time to review what our students will be learning, and to make sure that all of us are prepared to ensure every child can find their passion and fulfill their potential.

Through our community engagement initiatives, such as *Inspiring Education* and *Speak Out,* I have spoken with thousands of Albertans in our communities about education, its role in our lives and what we want it to do for children and youth, now and in the future.

It's quite clear that Albertans value their education system and understand that it is the foundation for the future economic prosperity of our province. However, we must continue to build on our tradition of excellence. To do that, we need a new approach to education. We need transformative change.

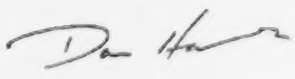
Just as you are looking at what your child will be learning over the next year, we are examining how we teach our children and what they will learn. Now, more than ever, we are able to take a big-picture, long-term view of what education needs to be. We are looking at how we can improve learning outcomes rather than simply using the same curricula in a different way. We are transforming our education system to embrace optimism, passion, talent, curiosity, creativity and intelligence.

Parents play an integral role as agents of change in their children's education by providing them with the encouragement and support they need to succeed academically. It is clear that students benefit when parents are actively engaged in their children's learning because together, both have a solid understanding of the tasks, challenges and rewards offered through our programs of study.

I hope you will also look at the many other learning opportunities that are available for your child outside of their schooling. Libraries, community and recreation centres, service organizations and mentors all enrich young peoples' learning and build on the lessons they learn at school.

This curriculum overview is a valuable resource that will answer many questions you may have about what your child is learning. I also hope this publication will create an opportunity for open dialogue between you, your child and his or her teacher regarding curriculum outcomes and expectations.

I encourage you to take the time to read through this resource. I wish you and your child every success this school year.



Dave Hancock, Q.C.
Minister, Alberta Education

Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I wish to express my appreciation to the Government of Alberta and Alberta Education for providing you this updated Kindergarten to Grade 12 Curriculum Handbooks for Parents.

You, parents, are the first and primary educators of your children especially with regards to education in the faith. By ensuring that the Gospel is truly lived in the context of your family and in the life of our schools and communities you are a powerful witness for your children. The role of the parents is vital in providing the best possible education for our children.

When you enroll your children in a Catholic school you can be assured of our support in your role. I encourage you to work closely with the school by joining your local school councils or parent groups. You can assist young men and women, boys and girls, to understand themselves as moral persons living the way of Christ through the experience and teaching of the Catholic Church. Be a strong voice for the Catholic identity of our schools. In this way, you will share in the central mission of the Church, which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

We commend Alberta Education for providing these updated Curriculum Handbooks for Parents. They provide a comprehensive presentation of the content and expectations of the Religious Education program approved by the Canadian Conference of Catholic Bishops.

May their use be a source of growth in faith, hope and love in all of our communities throughout Alberta.

Sincerely Yours in Christ,

Bishop Frederick Henry
Diocese of Calgary
Education Liaison, Alberta Conference of Catholic Bishops

Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* are designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

Finding Information

Parents can find information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.

http://education.alberta.ca/parents/resources/handbook.aspx

- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions and in French. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

http://education.alberta.ca/parents/resources/summaries.aspx

- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.

http://education.alberta.ca/parents/resources/express.aspx

- **Curriculum Express** for Kindergarten to Grade 3 is a series of handbooks, developed to provide a short explanation of the curriculum for parents who are English language learners.

http://education.alberta.ca/teachers/program.aspx

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the **Programs of Study** to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

http://education.alberta.ca/apps/lrdb

- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.

http://education.alberta.ca

- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork and help with homework when you can.
- Help your child set realistic goals and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

This resource is available for purchase from the Learning Resources Centre (LRC). Order online at http://lrc.education.gov.ab.ca/pro/default.html

- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9*—Strategies parents can use to help their child improve organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels.

http://learnalberta.ca

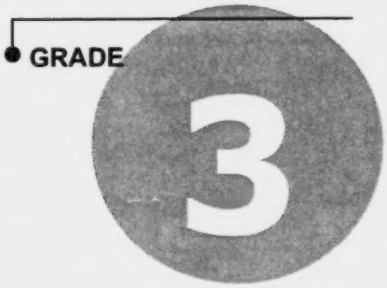
- *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.

http://www.2learn.ca

- *TELUS 2Learn* Web site—An education/business partnership that provides Internet in-service, support and information for Alberta teachers, students and parents.

Information Regarding the *Alberta Human Rights Act*

On September 1, 2010, section 11.1 of the *Alberta Human Rights Act* comes into force. This section requires boards (including charter schools) to provide parents with notice where "courses of study, educational programs or instructional materials, or instruction or exercises … include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation." Where a parent makes a written request, teachers shall exempt the student, without academic penalty, from such instruction, course of study, educational program or use of instructional material. These requirements do not apply to incidental or indirect references to religion, religious themes, human sexuality or sexual orientation. For more information, refer to the *Guide to Education: ECS to Grade 12*.



In Grade 3, students study required subject areas. Optional subject areas may be available at the local school. Students have access to a minimum of 950 hours of instruction each school year.

Overview

In Catholic schools, students participate in a Religious Education Program that is authorized by the Bishop of the local diocese.

The Grade 3 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

View the programs of study at http://education.alberta.ca/teachers/program.aspx

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

Purchase programs of study from the Learning Resources Centre (LRC). Order online at http://lrc.education.gov.ab.ca/pro/default.html

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

GRADE 3: [REQUIRED SUBJECT AREAS]

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Health and Life Skills
- Art and Music

Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

GRADE 3: [OPTIONAL SUBJECT AREAS]

- Drama
- Languages★

★ Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

New Courses for 2010–2011 School Year:

- Mathematics (English and French)

Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith and live Christian lives.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and also use as prayer.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student's life experience and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

The Religious Education Program for elementary and junior high schools is authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The Grade 3 Religious Education Program invites students to explore their belonging to God in the community of faith, the Church. The students study the Church as the people of God gathered in the Spirit of the Lord Jesus. They reflect on the Church as a visible expression of God's Spirit among us, as a community which gathers those who follow Jesus to express and celebrate faith in him, and, to live and act through his Holy Spirit.

Students explore these themes through the study of 10 units:

Unit 1
We welcome and gather in the Spirit.

The students welcome one another, get acquainted, begin to create their classroom environment and gather their hopes and dreams for the year. They reflect on God's dream of gathering people into one family. The students celebrate and savour that dream.

Unit 2
The Holy Spirit gathers and feeds us at Eucharist.

The students deepen their experience of gathering and focus on the Eucharist as the central act of gathering the Christian community. They begin to see the eucharistic action as the activity of the Holy Spirit working toward God's dream of gathering all people into "one body, one spirit, in Christ". The students engage in the preparation and celebration of the Eucharist.

Unit 3
The Holy Spirit calls and anoints us in Baptism and Confirmation.

The students reflect on the Eucharist and on their membership in this assembly of God's people. They explore Baptism and Confirmation as ritual celebrations of their initiation into Christ. As they explore these they begin to recognize that the sacraments of initiation call and empower everyone to serve others.

Unit 4
The Holy Spirit comes upon Advent people.

The students are invited to experience the true meaning of the season of Advent. Through ritual, symbol and story they enter into the hopes and expectations of the season, to better understand the meaning of God's coming among us, and to see how Jesus continues to come into our lives today. The students celebrate the hope of God's dream to gather all people together into Christ.

Unit 5
The Holy Spirit dwells in Jesus.

The students are invited into the mystery of Christmas and the celebration of God's dwelling among us. They begin to explore the activity of the Holy Spirit in Jesus' ministry and how this power of the Spirit helps Jesus to accomplish God's dream.

Unit 6
The Holy Spirit dwells in the followers of Jesus.

The students explore how Jesus, filled with the Holy Spirit, begins the gathering of God's people through the calling of men and women as disciples. They are invited to see the working of the Spirit in the new community called the Church. The students enter into the stories of people who are witnesses to the actions of the Spirit in our time.

Unit 7
The Holy Spirit fills the whole earth.

The students are invited to see all of creation as Spirit filled and to recognize the role and responsibility of human beings in caring for God's creation. As "images of God" they see that what they do can make a difference. They are invited to praise and bless God for creation.

Unit 8
The Holy Spirit reconciles people.

The students explore the experience and reality of evil, and the activity of the Holy Spirit as the power that makes reconciliation and forgiveness possible in our world. They reflect on Jesus' understanding of forgiveness, and on their own readiness to celebrate the Sacrament of Reconciliation. They reflect on the love of God as shown in the Passion of Jesus and how this love heals our sin and division.

Unit 9
The Holy Spirit gives new life.

The students savour the Easter feast and enter into the mystery of new life in the Spirit. They hear about people who have experienced the power of Jesus' resurrection in their lives and begin to see how that "new life in the Spirit" is witnessed in the actions of people.

Unit 10
The Holy Spirit is alive.

The students are invited to enter into their participation of the great gathering of God which is the Church. They gather with the community to listen to God's word and recite the Creed, symbolizing who we are in Christ.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer we give praise and thanks for God's loving presence, and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within the Religious Education Program. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are encouraged to contact their parish to begin their immediate preparation for the sacraments.

The Religious Education Program interprets for the student what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the Church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

Information and Communication Technology (ICT)

View the information and communication technology subject page at http://education.alberta.ca/teachers/program/ict.aspx

ICT is learned most effectively in the context of subject areas, therefore, the ICT curriculum is best infused within the teaching of other programs of study such as language arts, mathematics, science and social studies. Through ICT, students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life.

ICT learning outcomes have been established for each division. The following is a sample of the Division 1 learning outcomes that students are expected to meet by the end of Grade 3.

Communicating, Inquiring, Decision Making and Problem Solving

- access and retrieve appropriate information from electronic sources for a specific inquiry
- process information from more than one source to retell what has been discovered

Foundational Operations, Knowledge and Concepts

- identify technologies used in everyday life
- demonstrate courtesy and follow classroom procedures when making appropriate use of technology

Processes for Productivity

- create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques
- edit complete sentences, using such features of word processing as cut, copy and paste

First Nations, Métis and Inuit Education

http://education.alberta.ca/teachers/fnmi.aspx

http://education.alberta.ca/teachers/fnmi/policies.aspx

First Nations, Métis and Inuit peoples throughout the province have indicated they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta. Alberta Education shares this goal with parents. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information.

To support the learning of First Nations, Métis and Inuit students, schools are encouraged to use learning resources that include First Nations, Métis and Inuit perspectives. All students in Alberta need to understand and be aware of First Nations, Métis and Inuit history, culture, lifestyles and heritage. First Nations, Métis and Inuit (FNMI) perspectives are infused into the existing Kindergarten to Grade 12 programs of study. Student and teacher resources have been developed by Alberta Education to support the inclusion of FNMI content in teaching and learning.

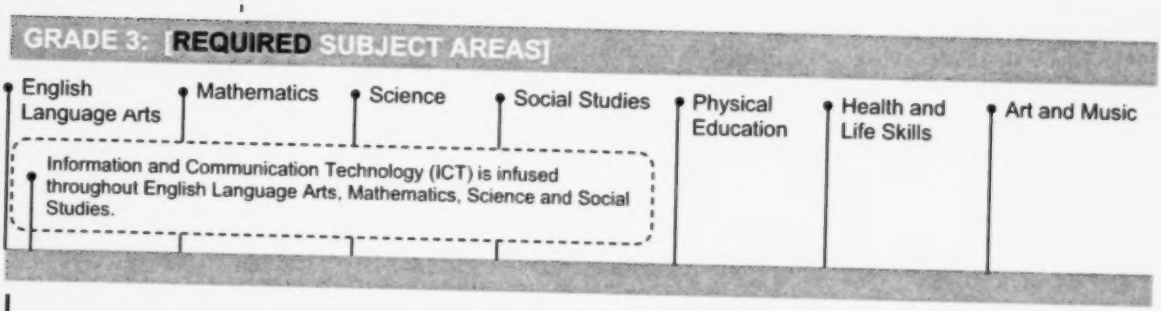
Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

English Language Learners

http://education.alberta.ca/teachers/program/esl.aspx

Many children born in Canada have a first language other than English and many students move here from countries where English is not the primary language. These English language learners require English as a second language (ESL) programming and supports to achieve grade level expectations in all subject areas.

The **required subject areas** are the foundation of the elementary program.


GRADE 3: REQUIRED SUBJECT AREAS
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Art and Music
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

English Language Arts

View the English language arts subject page at http://education.alberta.ca/teachers/program/english.aspx

There are two basic aims of English language arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with diverse audiences and in a range of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education, and reflect the Catholic identity of the school.

The following learning outcomes are selected from the Grade 3 English Language Arts Program of Studies.

Explore thoughts, ideas, feelings and experiences

- explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts
- discuss areas of personal accomplishment as readers, writers and illustrators

- ask for the ideas and observations of others to explore and clarify personal understanding
- experiment with arranging and recording ideas and information in a variety of ways

Comprehend and respond personally and critically to oral, print and other media texts

- share ideas developed through interests, experiences and discussion that are related to new ideas and information
- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions
- apply phonic rules and generalizations competently and confidently to read unfamiliar words in context
- summarize the main idea of individual oral, print and other media texts
- describe the main characters in terms of who they are, their actions in the story and their relations with other characters
- add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot

Manage ideas and information

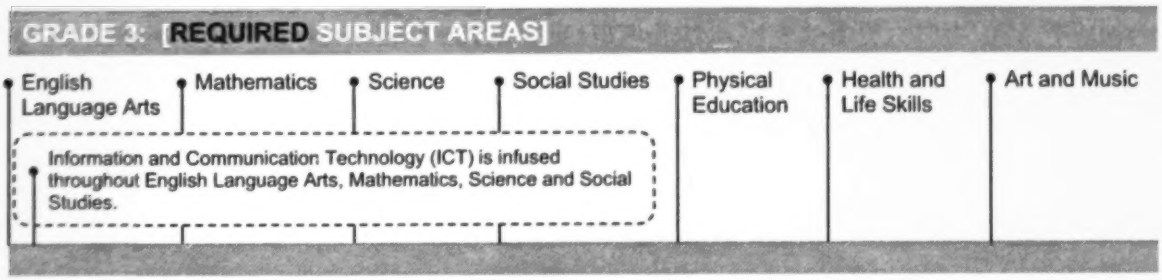
- identify facts and opinions, main ideas and details in oral, print and other media texts
- ask topic-appropriate questions to identify information needs
- locate answers to questions and extract appropriate and significant information from oral, print and other media texts
- record facts and ideas using a variety of strategies; list titles and authors of sources
- use titles, headings and visuals to add interest and highlight important points of presentation
- assess the research process, using pre-established criteria

Enhance the clarity and artistry of communication

- combine and rearrange existing information to accommodate new ideas and information
- print legibly, and begin to learn proper alignment, shape and slant of cursive writing
- understand and use vocabulary associated with keyboarding and word processing
- use adjectives and adverbs to add interest and detail to own writing
- identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing
- present ideas and information on a topic, using a pre-established plan
- speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas
- rephrase, restate and explain the meaning of oral and visual presentations

Respect, support and collaborate with others

- identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities
- demonstrate respect for the ideas, abilities and language use of others
- work cooperatively with others in small groups on structured tasks
- contribute ideas and information on topics to develop a common knowledge base in the group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English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Art and Music
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Mathematics

View the mathematics subject page at http://education.alberta.ca/teachers/program/math.aspx

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students are expected to learn how to:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- relate and apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies as a tool to solve problems
- use visualization to assist in solving problems, processing information and making connections.

The following learning outcomes are selected from the Grade 3 Mathematics Program of Studies.

Number

- represent and describe numbers to 1000, concretely, pictorially and symbolically
- demonstrate an understanding of fractions by:
  - explaining that a fraction represents a part of a whole
  - describing situations in which fractions are used
  - comparing fractions of the same whole that have like denominators

Patterns and Relations

- sort objects or numbers, using one or more than one attribute
- solve one-step addition and subtraction equations involving a symbol to represent an unknown number

Shape and Space

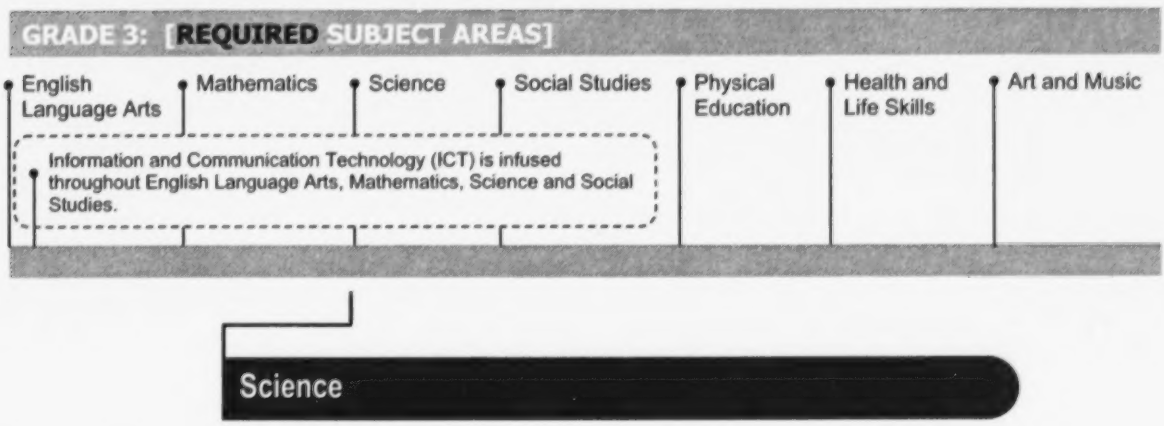
- relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context
- demonstrate an understanding of measuring length (cm, m) by:
  - selecting and justifying referents for the units cm and m
  - modelling and describing the relationship between the units cm and m
  - estimating length, using referents
  - measuring and recording length, width and height
- sort regular and irregular polygons, including:
  - triangles
  - quadrilaterals
  - pentagons
  - hexagons
  - octagons

  according to the number of sides.

Statistics and Probability

- collect first-hand data and organize it using:
  - tally marks
  - line plots
  - charts
  - lists

  to answer questions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English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Art and Music
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Science

View the science subject page at http://education.alberta.ca/teachers/program/science.aspx

View science digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

The aim of the science program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based. In elementary science, students develop their skills of inquiry and problem solving. They are also developing positive attitudes toward the study of science and the application of science in responsible ways.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

The following learning outcomes are selected from the Grade 3 Science Program of Studies.

Rocks and Minerals

- demonstrate knowledge of materials that comprise Earth's crust, and demonstrate skill in classifying these materials
- study soil, learning that different soils have different compositions, and that component materials include rock fragments and remains of living things
- explore similarities and differences in various kinds of rock, using simple tests and tools

Building with a Variety of Materials

- use, safely, a variety of tools, techniques and materials in construction activities
- construct structures, using a variety of materials and designs
- compare the effectiveness of the various materials and designs for their intended purposes

Testing Materials and Designs

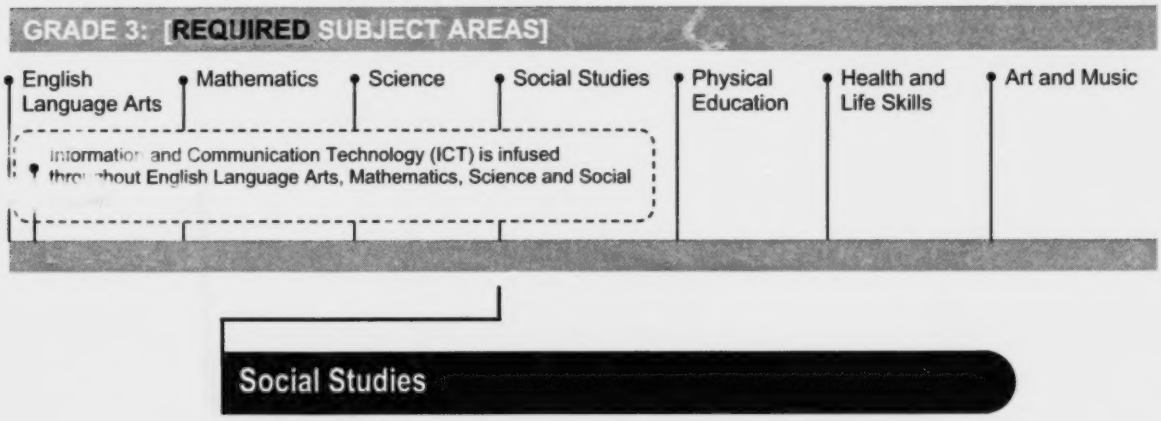
- compare paper, clay, cardboard, polystyrene or other available materials to see which are strongest, which resist bending, crushing or tearing, and which are easiest to shape or join
- test different shapes or thicknesses of materials for strength and stability
- evaluate the suitability of different materials and designs for their use in a building task

Hearing and Sound

- describe the nature of sound
- learn about sound travel by studying what things carry sound
- learn what happens to sound when it reaches their ears
- demonstrate methods for producing and controlling sound

Animal Life Cycles

- observe the life cycle of one small animal, from its earliest stage to adulthood
- compare the life cycle of insects with that of vertebrate animals
- describe the appearance and life cycles of some common animals, and identify their adaptations to different environments
- identify requirements for animal care


GRADE 3: [REQUIRED SUBJECT AREAS]
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Science
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Art and Music
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Social Studies

View the social studies subject page at http://education.alberta.ca/teachers/program/socialstudies.aspx

The aim of the social studies program is to promote a sense of belonging and acceptance in students as they engage in active and responsible citizenship. At the heart of Alberta's social studies program are concepts of citizenship and identity in the Canadian context. It also includes multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's identity. The program also has a strong focus on Canadian and Alberta history.

Grade 3 students will investigate life in four diverse communities around the world. The contemporary communities examined will be drawn from India, Tunisia, the Ukraine and Peru. Students will inquire into how various factors affect quality of life in communities in the world. Students will enrich their awareness and appreciation of how people live in other places.

Grade 3 provides opportunities to explore the defining and diverse nature of communities around the world. There will be an exploration of how common human needs are met and how they contribute to quality of life. Their understanding of global citizenship will be further developed and they will recognize Canada's involvement in other parts of the world.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

The following learning outcomes are selected from the Grade 3 Social Studies Program of Studies.

Communities in the World

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

Values and Attitudes

Students will appreciate similarities and differences among people and communities:

- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own

Knowledge and Understanding

Students will examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- What determines quality of life?
- How is identity reflected in traditions, celebrations, stories and customs in the communities?
- How are decisions made in the communities? Who is responsible for making the decisions?

Students will examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- Where, on a globe and/or map, are the communities in relation to Canada?
- In what ways do the communities show concern for their natural environment?

Students will examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)?
- What are the main forms of technologies, transportation and communication in the communities?

Global Citizenship

Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

Values and Attitudes

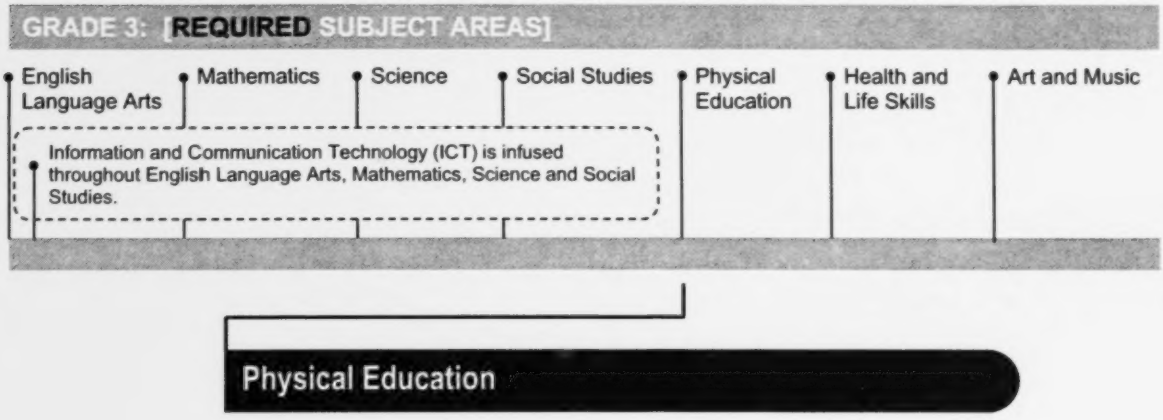
Students will appreciate elements of global citizenship:

- recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them
- respect the equality of all human beings

Knowledge and Understanding

Students will explore the concept of global citizenship by reflecting upon the following questions for inquiry:

- How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens?
- In what ways can individuals and groups contribute to positive change in the world?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Physical Education

View the physical education subject page at http://education.alberta.ca/teachers/program/pe.aspx

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through physical activity as a means of fostering a desire in students to participate in lifelong physical activity.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

General Outcome A: Activity

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment, Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B: Benefits Health

Students will understand, experience and appreciate the health benefits that result from physical activity.

- Functional Fitness
- Body Image
- Well-being

General Outcome C: Cooperation

Students will interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D: Do it Daily ... for Life!

Students will assume responsibility to lead an active way of life.

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

Exemptions from Physical Education

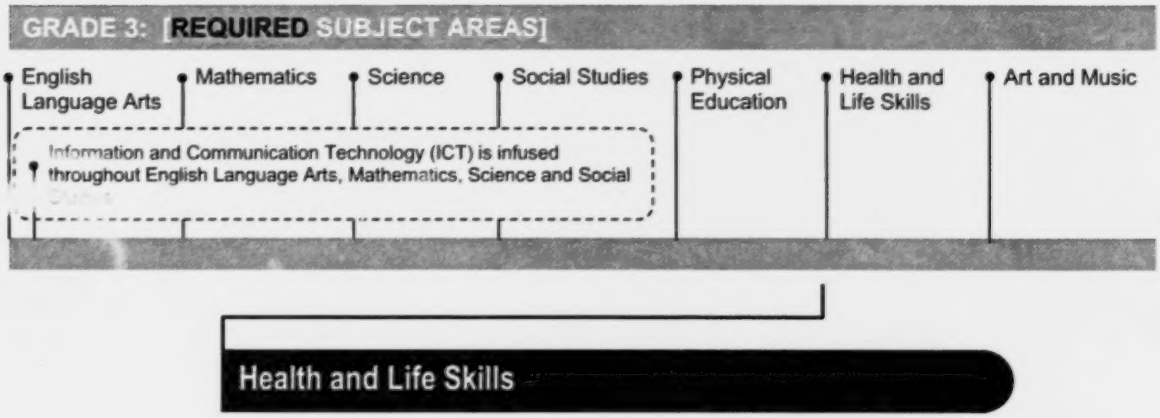
Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

Physical Education Online

http://education.alberta.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.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Health and Life Skills

View the health and life skills subject page at http://education.alberta.ca/teachers/program/health.aspx

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

In a Catholic school, learning outcomes are addressed within the context of the teachings of the Catholic Church. The local boards of many Catholic school jurisdictions have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

Wellness Choices

Students will make responsible and informed choices to maintain health and promote safety for self and others.

- Personal health
- Safety and responsibility

Relationship Choices

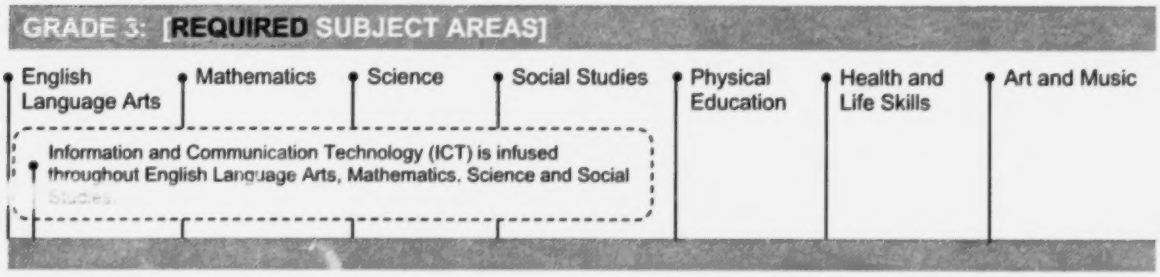
Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

- Understanding and expressing feelings
- Interactions
- Group roles and processes

Life Learning Choices

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

- Learning strategies
- Life roles and career development
- Volunteerism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Art and Music

View the fine arts subject page at http://education.alberta.ca/teachers/program/finearts.aspx

Through art and music, students develop self-awareness and express their creativity in many ways. They respond personally and critically to a variety of art and music styles and forms.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

Art

The aim of the art program is to enable students to learn visual arts skills and concepts, to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components: reflection, depiction, composition and expression.

The following learning outcomes are selected from the Grade 3 Art Program of Studies.

- make distinctions within classes of natural objects or forms
- assess the visual qualities of objects
- perfect forms and develop more realistic treatments
- improve compositions by refining, rehearsing and critiquing

- express a feeling or a message
- use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics

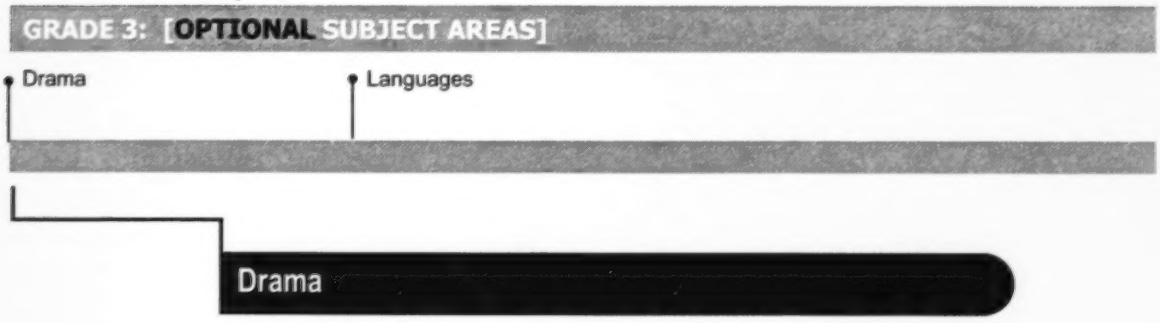
Music

The aim of the music program is for students to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through a variety of musical activities. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

The following learning outcomes are selected from the Grade 3 Music Program of Studies.

- understand that some music does not have a steady beat
- understand that two or more melodies can occur simultaneously; e.g., rounds, partner songs, descants
- understand that changes in dynamics add to the effect of music
- recognize the instruments in the four families of the orchestra: string, woodwind, brass, percussion
- participate in folk, square or traditional ethnic dances
- sing two-part rounds and simple descants
- recognize 4/4 time signature
- create movement to demonstrate form in music

The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.



Drama

View the drama subject page at http://education.alberta.ca/teachers/program/finearts.aspx

The aim of the drama program is for students to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Play, dramatic play and structured dramatic play are the foundation for dramatic forms of expression. These include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Drama may be taught as a separate subject area or integrated with other subjects.

GRADE 3: [OPTIONAL SUBJECT AREAS]

Drama | Languages

Languages

http://education.alberta.ca/teachers/resources/learnlang/educators/toolkit.aspx

A variety of courses in languages are available throughout Alberta. These courses include First Nations, Métis and Inuit languages, French and International languages.

Alberta Education has approved numerous provincial language programs of study. As well, school authorities may develop and implement locally developed language courses to meet their needs.

FIRST NATIONS, MÉTIS AND INUIT LANGUAGES

Blackfoot and Cree Language and Culture

http://education.alberta.ca/teachers/program/fnmi.aspx

Blackfoot and Cree language and culture programs are designed to enable students to learn their perspective languages and to increase awareness of their cultures.

The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.

Blackfoot

- acquire basic communication skills in the Blackfoot language
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot language

Cree

- use Cree in a variety of community and school situations and for a variety of purposes
- be effective, competent and comfortable as Cree speakers (*Okiskinamawâkanak ka nihtâ nehiyawewak*)

- live (*wa*)*wētina*(*hk*) (peacefully) with Mother Earth, others and themselves, guided by *Ômâmawi Ohtâwîmâw* (the Creator)
- know and use various strategies to maximize the effectiveness of learning and communication

FRENCH

French Immersion Program

http://education.alberta.ca/parents/educationsys/frenchlanguage/immersion.aspx

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

There are many delivery models for French immersion present in Alberta schools.

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English language programs of study, which is identical or comparable to the one used in the English language programs. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available for purchase from the LRC.

French Language Arts

http://education.alberta.ca/francais/teachers/progres/core/fla.aspx

In Division 1, the French language arts program of studies is primarily intended to develop oral vocabulary and basic sentence structure that will enable students to engage actively in classroom activities. By first learning orally the basics of the French language, especially vocabulary, students are able to learn how to read since the words they encounter in their reading will now have meaning. They will also have acquired words and basic sentence structures to express themselves in writing.

Note: The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

In Grade 3, learning occurs primarily:

In **oral comprehension** through:

- listening to texts in various subject areas
- listening to recorded texts supported by illustrations
- viewing audiovisual documentaries.

In addition to continuing the development of basic listening strategies, students learn the importance of establishing links between new information and what they already know about the topic to carry out their listening project.

In **reading comprehension**:

Teachers will select, for their students, texts of approximately:

- 150 to 200 words, in the case of general texts used for information purposes
- 300 words, in the case of stories whose content is related to the students' prior knowledge but introducing an aspect that is not always familiar.

In **oral production**:

Themes for presentations and discussions may be chosen from various subject areas. Students should have had the opportunity to explore topic-related vocabulary in various contexts. Proposed situations should allow students to demonstrate what they already know or have learned about a given topic, or to represent their imaginary world.

Student presentations and discussions should be short and well structured, with emphasis on:

- the meaning of the message
- the sequence of actions to report an event or tell a story
- the importance of teacher feedback to improve the quality of their message.

In **writing**:

Students learn to write short texts to develop an aspect of a given topic and write short stories to represent their imaginary world.

The main purpose of these activities is to enable students to integrate the basic elements of the written language:

- the choice of words to express their ideas
- word order in increasingly complex sentences
- punctuation in increasingly complex sentences
- spelling.

INTERNATIONAL LANGUAGES

Bilingual Programs

http://education.alberta.ca/teachers/program/interlang.aspx

Students in a bilingual program follow a language arts course in the target language (e.g., Spanish, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use the target language confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the cultures of the target language for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

Alberta Education offers the following provincial courses for bilingual program students:

- Chinese (Mandarin) Language Arts
- German Language Arts
- Spanish Language Arts
- Ukrainian Language Arts

Language and Culture Programs

Students registered in a language and culture course study the target language (e.g., Ukrainian, German) as a subject area. The language and culture program is designed to develop language and cultural skills.

Students will:

- use the international language in a variety of situations for a variety of purposes
- use the international language effectively and competently
- acquire the knowledge, skills and attitudes to become effective global citizens
- know and use strategies to maximize the effectiveness of learning and communication.

Italian Language and Culture (Twelve-year Program) is the only provincial language and culture course sequence that begins at Grade 1 and extends through to Grade 12.

LOCALLY DEVELOPED LANGUAGE COURSES

If there are no available provincial programs of study, school authorities may develop their own language course series. Currently, a variety of languages, e.g., Arabic, American Sign Language (ASL), Hebrew, Polish and Russian, are offered as local courses. Locally developed First Nations, Métis and Inuit language and culture courses may also be available to meet the needs of students in local or First Nations schools.

For more information on second language instruction offered in your area, please contact your local school board.

Commonly Accessed Web Links

Alberta Regional Professional Development Consortia
http://www.arpdc.ab.ca

Alberta School Boards Association School Fee Advisory
http://www.asba.ab.ca/services/policy-ad-fees07.asp

Alberta School Council Resource Manual
http://education.alberta.ca/media/464094/scm.pdf

Alberta School Councils' Association (ASCA)
http://www.albertaschoolcouncils.ca

Assessing Student Achievement
http://education.alberta.ca/admin/testing/achievement.aspx

Daily Physical Activity
http://education.alberta.ca/teachers/resources/dpa.aspx

Digital Resources to Support Curriculum Outcomes
http://learnalberta.ca

Grade Level of Achievement (GLA)
http://education.alberta.ca/media/938683/09002abedglabrocv2.pdf

Handbook for Aboriginal Parents of Children with Special Needs (2000)
http://education.alberta.ca/media/308566/aboriginalparenthandbook.pdf

Learning Resources Centre (LRC)
http://lrc.education.gov.ab.ca/pro/default.html

The Learning Team: A Handbook for Parents of Children with Special Needs (2003)
http://education.alberta.ca/admin/special/resources/learningteam.aspx

Our Treasured Children
http://lrc.education.gov.ab.ca/pro/resources/item.htm?item-no=415712

Provincial Achievement Tests
http://education.alberta.ca/admin/testing/achievement.aspx

Public Health Agency of Canada
http://www.phac-aspc.gc.ca/pau-uap/paguide/

School Act
http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941

School of choice information
http://education.alberta.ca/parents/choice.aspx

Curriculum Handbook for Parents 2010–2011: Grade 3
Catholic School Version

Questionnaire

Please help us to improve this document by taking a few minutes to answer these short questions.

Circle the phrase that best completes the sentence.

1. I found the information provided about the specific subject areas was (too specific/just right/ too general).
2. I found the web links within the document were (useful/not required/problematic).
3. I found that the contact information provided was (useful/not necessary).
4. I found that the *Commonly Accessed Web Links* page was (useful/not necessary).

Do you agree or disagree with the following statements?

1. I believe that the information provided in this document will help me to discuss my child's education with teachers and school administration. (agree/disagree)
2. I was able to locate the information I needed easily. (agree/disagree)
3. This document helped me to locate other online documents and information. (agree/disagree)

Please tell us more . . .

I felt that there was enough information in this document about _____

but, I thought that there could have been more information in this document about _____

_____.

I felt that this document was missing information about _____.

Thank you for sharing.

Please send your response to:

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